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ABE STAFF DEVELOPMENT

A SELF-STUDY GUIDE

MARCH, 1987

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ABSTRACT

This study guide for adult basic education (ABE) teachers and administrators is based on the Principles and Techniques for Effective ABE Staff Development developed by the National ABE Staff Development Consortium. The principles are based on staff development research from both the adult education and K-12 communities. The format of the guide was adapted from the Self-Assessment and Planning Guide developed by the Commission on Higher Education and the Adult Learner in 1984. The guide contains six general principles addressing collaborative planning, institutional policy, conditions of training, training processes, individual learner needs, and evaluation. The self-study components include a set of diagnostic questions relating to each principle, a section for planning the application of the principles, a section for assessing performance, and a page for planning program improvement activities. (KC)

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Staff training has always been an important component of Adult Basic and Secondary Education programs. Some $3 million is invested by States each year in Section 310 projects to improve staff competencies. Also, many local ABE programs expend local and State funds for a variety of training activities. Finding ways to make staff development more effective is a priority for ABE programs at all levels.

In 1986 the newly formed National ABE Staff Development Consortium developed a set of Principles and Techniques for Effective ABE Staff Development, based on staff development research from both the Adult Education and K-12 communities. These "principles" were used to develop the content of this Self-Study Guide. The format of the guide was adapted from the Self-Study Assessment and Planning Guide developed by the Commission on Higher Education and the Adult Learner in 1984.

Staff trainers and State staff development coordinators may use this guide to assess, plan and better understand their staff development programs. The guide contains six General Principles addressing collaborative planning, institutional policy, conditions of training, training processes, individual learner needs, and evaluation.

The self-study components include a set of diagnostic questions relating to each principle, a section for planning the application of the principles, a section for assessing performance and a page for planning program improvement activities.

If you would like additional information or materials on improving ABE staff development, contact:

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SECTION I

GENERAL PRINCIPLE: All segments of those involved in the ABE program are involved in planning for staff development.

Please answer the following questions as they relate to the current status of this principle in your program.

1. Does your staff development program assess the perceived training needs of teachers, counselors, other staff?

___ Yes ___ No ___ Not applicable

2. Is the local ABE program director involved in inservice programs?

___ Yes ___ No ___ Not applicable

3. Have participants been involved in diagnosing, implementing and evaluating their own learning experiences?

___ Yes ___ No ___ Not applicable

4. Have ABE programs in your area collaborated in the planning and implementation of staff development?

___ Yes ___ No ___ Not applicable

5. (Add other relevant questions here)

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ACTION TO BE TAKEN:

___ Do not plan to apply this principle (Note reason): _____

_____

___ Principle is not appropriate (Note reason): _____

_____

___ Principle is appropriate for our staff development program. (Move to Section II).

SECTION II

Plans for applying the principle of staff involvement.

ACTIONS PLANNED:

1. _____

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2. _____

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SECTION III

Performance Assessment: If this principle has been accepted as applicable to your ABE staff development program, how do you rate your performance to date in meeting the standard that the principle implies?

___ Training needs, as perceived by staff, have been assessed.

___ The local ABE director has been involved in training programs.

___ Participants have been involved in diagnosing, implementing and evaluating their learning experiences.

___ ABE programs have collaborated in providing staff development.

Rating: Considering the above-listed factors and others, as appropriate, rate performance related to this principle.

Outstanding		Very Good		Adequate		Less Than Adequate		Poor
1		2		3		4		5

Plans: If the performance rating for this principle is less than you want it to be, use the space below to state briefly your plans for improving performance in the future. Your notes should include: (1) recommendations for changes, if any, in policy or practice, (2) identification of formal and informal decision-making individuals and groups who would need to be involved in such change, and (3) a tentative timetable for implementation.

RECOMMENDATIONS FOR CHANGE: _____

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DECISION-MAKERS TO BE INVOLVED: _____

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TIMETABLE: _____

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OTHER CONSIDERATIONS: _____

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SECTION I

GENERAL PRINCIPLE: Institutional policies support effective ABE staff development activities.

Please answer the following questions as they relate to the current status of this principle in your program.

1. Is staff development an on-going process that encourages growth of continuing staff?

___ Yes ___ No ___ Not applicable

2. Does staff development encourage new staff to become an integral part of the ABE system and program development?

___ Yes ___ No ___ Not applicable

3. Is the staff development program closely related to State or local priorities?

___ Yes ___ No ___ Not applicable

4. Does your ABE program link training activities to a professional development plan (PDP) or a general program effort?

___ Yes ___ No ___ Not applicable

5. (Add other relevant questions here)

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ACTION TO BE TAKEN:

___ Do not plan to apply this principle (Note reason): _____

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___ Principle is not appropriate (Note reason): _____

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___ Principle is appropriate for our staff development program. (Move to Section II).

SECTION II

Plans for applying the principle of institutional support.

ACTIONS PLANNED:

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SECTION III

Performance Assessment: If this principle has been accepted as applicable to your ABE staff development program, how do you rate your performance to date in meeting the standard that the principle implies?

___ Staff development is being conducted as an on-going process.

___ New staff have been encouraged to become an integral part of the program.

___ Staff development has been related to State or local priorities.

___ Training activities are being linked to a PDP or other program effort.

Rating: Considering the above-listed factors and others, as appropriate, rate performance related to this principle.

Outstanding		Very Good		Adequate		Less Than Adequate		Poor
1		2		3		4		5

Plans: If the performance rating for this principle is less than you want it to be, use the space below to state briefly your plans for improving performance in the future. Your notes should include: (1) recommendations for changes, if any, in policy or practice, (2) identification of formal and informal decision-making individuals and groups who would need to be involved in such change, and (3) a tentative timetable for implementation.

RECOMMENDATIONS FOR CHANGE: _____

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DECISION-MAKERS TO BE INVOLVED: _____

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SECTION I

GENERAL PRINCIPLE: Training conditions facilitate effective staff development activities.

Please answer the following questions as they relate to the current status of this principle in your program.

1. Are ABE teachers permitted to participate in staff development activities on "prime time" as part of their professional assignment?

___ Yes ___ No ___ Not applicable

2. Are training sessions held in comfortable surroundings away from class sites?

___ Yes ___ No ___ Not applicable

3. Does staff development provide positive incentives to participate, both during the activity and during its implementation?

___ Yes ___ No ___ Not applicable

4. Have opportunities been provided during training sessions for small-group discussions of the application of new practices and sharing of ideas about effective instruction?

___ Yes ___ No ___ Not applicable

5. Does the staff development allow teachers to experiment with new ideas when working in teams or with other group support?

___ Yes ___ No ___ Not applicable

6. Does your staff development program employ persons perceived as credible by the group in training?

___ Yes ___ No ___ Not applicable

7. Are teachers who have been trained as staff developers involved in staff training activities?

___ Yes ___ No ___ Not applicable

8. (Add other relevant questions here)

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ACTION TO BE TAKEN:

___ Do not plan to apply this principle (Note reason): _____

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___ Principle is not appropriate (Note reason): _____

_____

___ Principle is appropriate for our staff development program. (Move to Section II).

SECTION II

Plans for applying the principle of appropriate training conditions.

ACTIONS PLANNED:

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3. _____

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SECTION III

Performance Assessment: If this principle has been accepted as applicable to your ABE staff development program, how do you rate your performance to date in meeting the standard that the principle implies?

___ Teachers have been permitted to participate on "prime time".

___ Training sessions have been held in comfortable, off-site locations.

___ The program is providing positive incentives to participants during training and implementation.

___ Opportunities have been provided for small-group discussions during training.

___ Team-work in trying new ideas has been facilitated by the staff development program participants.

___ Staff trainers are perceived as credible by participants.

___ Teachers have been trained as staff developers, and are being employed in that capacity.

Rating: Considering the above-listed factors and others, as appropriate, rate performance related to this principle.

Outstanding		Very Good		Adequate		Less Than Adequate		Poor
1		2		3		4		5

Plans: If the performance rating for this principle is less than you want it to be, use the space below to state briefly your plans for improving performance in the future. Your notes should include: (1) recommendations for changes, if any, in policy or practice, (2) identification of formal and informal decision-making individuals and groups who would need to be involved in such change, and (3) a tentative timetable for implementation.

RECOMMENDATIONS FOR CHANGE: _____

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DECISION-MAKERS TO BE INVOLVED: _____

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SECTION I

GENERAL PRINCIPLE: Staff development provides sufficient time and opportunity for participants to learn, practice, master and apply the training content.

Please answer the following questions as they relate to the current status of this principle in your program.

1. Does your ABE staff development allow for intervals in which to plan and try out new approaches and return to evaluate their successes and problems?

   ___ Yes ___ No ___ Not applicable

2. Has time for experimentation been provided while teachers adapt new practices to meet the needs of their students?

   ___ Yes ___ No ___ Not applicable

3. Is personal, in-classroom assistance from administrators and fellow teachers available while practices are being implemented?

   ___ Yes ___ No ___ Not applicable

4. Are teachers given the opportunity to periodically meet and share ideas with colleagues?

   ___ Yes ___ No ___ Not applicable

5. Have inservice programs been planned to accomodate both short and long range staff needs?

   ___ Yes ___ No ___ Not applicable

6. Is there a plan or set of instructional materials ready for use when participants leave training activities?

   ___ Yes ___ No ___ Not appl cable

7. (Add other relevant questions here)

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ACTION TO BE TAKEN:

___ Do not plan to apply this principle (Note reason): _____

_____

___ Principle is not appropriate (Note reason): _____

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___ Principle is appropriate for our staff development program. (Move to Section II).

SECTION II

Plans for applying the principle of time and opportunity.

ACTIONS PLANNED:

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SECTION III

Performance Assessment: If this principle has been accepted as applicable to your ABE staff development program, how do you rate your performance to date in meeting the standard that the principle implies?

___ Staff development has allowed for intervals in which to plan, try out and evaluate new approaches.

___ Time for experimentation has been provided.

___ Assistance in implementation of new practices has been available from administrators and fellow teachers.

___ Teachers have been given opportunities to meet and share ideas.

___ Inservice programs have been planned to meet short and long term needs.

___ Ready-to-use materials or plans have been developed.

Rating: Considering the above-listed factors and others, as appropriate, rate performance related to this principle.

Outstanding		Very Good		Adequate		Less Than Adequate		Poor
1		2		3		4		5

Plans: If the performance rating for this principle is less than you want it to be, use the space below to state briefly your plans for improving performance in the future. Your notes should include: (1) recommendations for changes, if any, in policy or practice, (2) identification of formal and informal decision-making individuals and groups who would need to be involved in such change, and (3) a tentative timetable for implementation.

RECOMMENDATIONS FOR CHANGE: _____

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DECISION-MAKERS TO BE INVOLVED: _____

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SECTION I

GENERAL PRINCIPLE: The staff development program recognizes individual learner needs and provides experiences to address these needs.

Please answer the following questions as they relate to the current status of this principle in your program.

1. Do training activities permit variation in the ways the learners participate, and in ways they use what they learn?

   ___ Yes ___ No ___ Not applicable

2. Does your staff development program provide different educational experiences for participants at different stages of development?

   ___ Yes ___ No ___ Not applicable

3. Are participants' concerns listened to, and appropriate program adjustments made?

   ___ Yes ___ No ___ Not applicable

4. Have ABE teachers been provided materials to read and study on their own?

   ___ Yes ___ No ___ Not applicable

5. (Add other relevant questions here)

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ACTION TO BE TAKEN:

___ Do not plan to apply this principle (Note reason): _____

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___ Principle is not appropriate (Note reason): _____

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___ Principle is appropriate for our staff development program. (Move to Section II).

SECTION II

Plans for applying the principle of individual learner needs.

ACTIONS PLANNED:

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3. _____

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SECTION III

Performance Assessment: If this principle has been accepted as applicable to your ABE staff development program, how do you rate your performance to date in meeting the standard that the principle implies?

___ Activities have permitted variation in learner participation and use of learning.

___ Different educational experiences have been provided for participants at different stages of development.

___ Participants' concerns have been recognized, and training program adjustments made.

___ Materials have been provided for independent study.

Rating: Considering the above-listed factors and others, as appropriate, rate performance related to this principle.

Outstanding	Very Good	Adequate	Less Than Adequate	Poor
1	2	3	4	5

Plans: If the performance rating for this principle is less than you want it to be, use the space below to state briefly your plans for improving performance in the future. Your notes should include: (1) recommendations for changes, if any, in policy or practice, (2) identification of formal and informal decision-making individuals and groups who would need to be involved in such change, and (3) a tentative timetable for implementation.

RECOMMENDATIONS FOR CHANGE: _____

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DECISION-MAKERS TO BE INVOLVED: _____

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SECTION I

GENERAL PRINCIPLE: Evaluation is an integral component of ABE staff development.

Please answer the following questions as they relate to the current status of this principle in your program.

1. Does your staff development process provide continuous feedback on the effectiveness of training?

___ Yes ___ No ___ Not applicable

2. Has the process employed a variety of evaluation techniques?

___ Yes ___ No ___ Not applicable

3. Do evaluation results influence future planning and implementation of staff development activities?

___ Yes ___ No ___ Not applicable

4. (Add other relevant questions here)

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ACTION TO BE TAKEN:

___ Do not plan to apply this principle (Note reason): _____

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___ Principle is not appropriate (Note reason): _____

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___ Principle is appropriate for our staff development program. (Move to Section II).

SECTION II

Plans for applying the principle of program evaluation

ACTIONS PLANNED:

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SECTION III

Performance Assessment: If this principle has been accepted as applicable to your ABE staff development program, how do you rate your performance to date in meeting the standard that the principle implies?

___ Our staff development process has provided continuous feedback on training effectiveness.

___ A variety of evaluation techniques have been used.

___ Evaluation results have been used to influence the planning and implementation of staff development activities.

Rating: Considering the above-listed factors and others, as appropriate, rate performance related to this principle.

Outstanding	Very Good	Adequate	Less Than Adequate	Poor
1	2	3	4	5

Plans: If the performance rating for this principle is less than you want it to be, use the space below to state briefly your plans for improving performance in the future. Your notes should include: (1) recommendations for changes, if any, in policy or practice, (2) identification of formal and informal decision-making individuals and groups who would need to be involved in such change, and (3) a tentative timetable for implementation.

RECOMMENDATIONS FOR CHANGE: _____

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DECISION-MAKERS TO BE INVOLVED: _____

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